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ABSTRACT

This manual was developed to assist school jurisdiction personnel in implementing effective customer satisfaction surveys by telephone or through mailed surveys to be completed by the customer. It provides background information about market research field activities and processes and gives an overview of the entire data collection process, including interviewing and survey construction techniques. A section on sampling describes how to identify the number of responses that will be required to ensure proportionate representation. A section on telephone interviewing discusses interview contents and interviewing techniques. A final section of the manual focuses on mail surveys, and ways to deal with the information generated. Appendix A provides a sample of telephone surveys used in actual research, and Appendix B presents a sample cover letter for a survey. (Contains 4 tables.) (SLD)

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Training Manual

Telephone & Self Completed Satisfaction Surveys

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1 Executive Summary

Executive Summary

This manual has been developed to provide direction and assistance to school jurisdiction personnel for effective implementation of customer satisfaction surveys; both via telephone and mail/self completion.

The following provides a summary of information contained within each chapter of this training manual.

2.0 Sample Selection

Determining the Sample Size - Telephone & Mail

This section provides step by step instructions on how to identify accurately the number of information records that will be required within each segment to ensure proportionate representation upon completion of interviewing.

3.0 Telephone Interviewing Supervision

This portion of the manual focuses on the following:

- Responsibilities of the interviewing supervisor
- Interviewer training
- Responsibilities of the interviewer
- Accepted method of asking survey questions
- Accepted method of recording respondent information/answers
- Interviewer editing of completed telephone interviews
- Definitions of frequently used terminology
- Proper recording and management of calls placed
- Examples of frequently used report forms

4.0 Mail/Self Complete Surveys

This area of the manual focuses on how to implement effectively a self complete/mail survey as well as suggested methods of distribution and return.

Information regarding the Data Analysis also is included in this section of the manual. Instructions on how to input the generated information are provided, as well as the method for clustering "open ended" responses and providing a numerical value to each.

Appendix A

A sample of the telephone surveys that were utilized to conduct interviews with teachers, parents and students within the specified areas.

Appendix B

A sample of a possible introduction letter that may accompany a self complete survey.

2 Introduction

2.1 Introduction

The purpose of this manual is to provide assistance to school jurisdictions in conducting surveys. Specifically, the manual has been designed to:

- Provide users with background information about market research field activities and processes;
- Provide an overview of the entire data collection process concerning telephone interviewing techniques;
- Provide comprehensive, "step by step" instructions to assist in the implementation of a telephone satisfaction survey at the school board level.
- Provide assistance in completing mail-out surveys, etc. (See page 2, 3 of the Pilot Project Report).

3 Sample Selection

A basic step in the planning of a survey is to determine the sample to be used in the study. Specifically, this project focuses on 3 target groups within your school:

- Parents
- Teachers
- High School Students

A sample is a small part of the total population carefully selected to represent properly that total population. The people selected as the sample can be chosen by statistical procedures so that they are truly representative, and the information obtained from them can be generalized to the total population.

The study objectives included studying the opinions of high school students, therefore the total group to be studied may be defined as the entire population of high school students attending a school. The sample for this group must represent the population, including proportionate representation of students at each of the three grade levels. The same applies for the other study groups.

Note: Throughout this manual, we will use the Student target group as our example, but please keep in mind that all guidelines mentioned will apply to both parents and students.

3.1 Determining the Sample Size - Telephone

- Parents/Students

The first step is to separate the overall student/parent and teacher populations by grade level and determine the total number of listings for grade 10, grade 11 and grade 12 students (we assume that you will be using student lists for parent telephone numbers as well).

The second step is to decide what percentage of the listings are for each grade, and the number of completed surveys should reflect this breakdown. For example if there are 3,200 student listings, 900 of which are grade 10, 1200 are grade 11, and 1100 are grade 12, the sample will need to be drawn proportionately.

In other words, the high school student sample should consist of:

- 28% grade 10 telephone listings;
- 38% grade 11 telephone listings;
- 34% grade 12 telephone listings.

Once the proportionate number of listings by grade level have been determined, it is necessary to determine the number of listings required to complete the necessary number of telephone interviews.

The number of listings primarily depends upon the methodology, length of the interview, and the accuracy of the list. It is our experience that frequently used lists that are updated regularly are about 85% accurate. This figure allows for respondents who may have moved or changed their telephone listing. The surveys that you will be asked to conduct will range between 10 and 15 minutes in length, depending on the respondent's answers.

The following table summarizes the approximate number of listings required to complete 1 interview. Examples ranging from 60% to 85% have been included, depending upon the reliability of the schools' lists.

Table 1

Accuracy of List	Listings Required
60%	5.6
65%	5.1
70%	4.8
75%	4.4
80%	4.2
85%	3.9

To determine how many phone numbers will be required, multiply listings required by the required number of completes (Using the student example provided earlier, you will need to pull the following):

Table 2

Required Number of Completes (n=100 students)	Listings Required to Complete 1 Survey (Refer to Table 1)	Total Number of Listings Required	Calculation	Nth Selection
▪ 28% grade 10 (28 completes) ▪ n=28 (28% of total school population are in grade 10)	x 3.9	110	Total number of grade 10 student listings available, divided by the number of listings required = (900/110)	Select every 8th listing
▪ 38% grade 11 (38 completes) ▪ n=38 (38% of total school population are in grade 11)	x 3.9	148	Total number of grade 11 student listings available, divided by the number of listings required = (1200/148)	Select every 8th listing
▪ 34% grade 12 (34 completes) ▪ n=34 (34% of total school population are in grade 12)	x 3.9	133	Total number of grade 12 student listings available, divided by the number of listings required (1100/133)	Select every 8th listing

NOTE: The first telephone number selected from each list should be chosen at random by picking a number between 1 and 5. Thus, you will not always choose the very first available telephone number on each list. For example, the first phone number selected would be the 4th listing and then every 8th listing thereafter.

If student and parent listings are being generated from a single list, select every 4th listing (using this example) and separate randomly.

3.2 Determining the Sample Size - Mail

- Census Selection

Experience has proven that "the opportunity to voice an opinion" is extremely important from a public relations perspective. Therefore, it is recommended that all students, parents, and teachers be given the opportunity to complete the questionnaire. Although this distribution method requires additional printing and administrative costs, you will not be involved in any dispute regarding respondent selectivity or data subjectivity.

- Random Selection

From prior studies, we know that approximately 35% of mailed surveys will be completed and returned. However, the completion rate may increase depending on the selected distribution method (e.g., mail versus in-class completion, etc.).

As with telephone sampling methods, the first step is to separate the overall student/parent and teacher populations by grade level and determine the total number of address listings for grade 10, grade 11 and grade 12 students (we assume that you will be using student lists for parent addresses as well).

The second step is to decide what percentage of the listings are for each grade, and the number of completed surveys should reflect this breakdown. For example if there are 3,200 student listings, 900 of which are grade 10, 1200 are grade 11, and 1100 are grade 12, the sample will need to be drawn proportionately.

In other words, the high school student sample should consist of:

- 28% grade 10 address listings;
- 38% grade 11 address listings;
- 34% grade 12 address listings.

Once the proportionate number of listings by grade level have been determined, it is necessary to determine the number of listings required to receive the necessary number of completed/returned mail surveys. It is at this point that consideration must be given to the probability that only 35% of all distributed surveys will be completed and returned.

The number of distributed surveys primarily depends upon the methodology (mail versus in-class completion, etc.), length of the survey and the accuracy of the list. It is our experience that frequently used lists that are updated regularly are about 85% accurate. This figure allows for respondents who may have moved, etc..

To determine how many addresses will be needed, multiply addresses required by the necessary number of completes (Using the student example provided earlier, you will need to pull the following):

Table 2

Required Number of Completes (n=100 students)	Addresses Required to Complete 1 Survey	Total Number of Addresses Required	Calculation	Nth Selection
▪ 28% grade 10 (28 completes) ▪ n=28 (28% of total school population are in grade 10)	28 divided by .35	80	Total number of grade 10 student listings available, divided by the number of listings required = (900/80)	Select every 11th listing
▪ 38% grade 11 (38 completes) ▪ n=38 (38% of total school population are in grade 11)	38 divided by .35	109	Total number of grade 11 student listings available, divided by the number of listings required = (1200/109)	Select every 11th listing
▪ 34% grade 12 (34 completes) ▪ n=34 (34% of total school population are in grade 12)	34 divided by .35	97	Total number of grade 12 student listings available, divided by the number of listings required (1100/97)	Select every 11th listing

NOTE: The first address selected from each list should be chosen at random by picking a number between 1 and 5. Thus, you will not always choose the very first available address on each list. For example, the first address selected would be the 4th listing and then every 10th listing thereafter.

If student and parent addresses are being generated from a single list, select every 5th listing (using this example) and separate randomly.

4 Telephone Interviewing Supervision

4.1 Telephone Interviewing Supervision

The interviewing supervisor is the field manager and therefore is responsible for ensuring that the surveys are completed accurately and that all interviewing staff adhere to the rules of conducting a survey.

The following outlines the responsibilities of an interviewing supervisor:

a. Anticipate the estimated flow rate.

- This calculation is achieved by calculating the number of completed interviews per hour. The following table provides approximations for calculating flow rate:

Table 3

Interviewing Time (in minutes) to Complete One Interview

Incidence	5 Min Survey	Complete s/Hour	10 Min Survey	Complete s/Hour	15 Min Survey	Complete s/Hour	20 Min Survey	Complete s/Hour	25 Min Survey	Complete s/Hour
85.0	22.6	2.7	27.6	2.2	32.6	1.8	37.6	1.6	42.6	1.4
80.0	23.9	2.5	28.9	2.1	33.9	1.8	38.9	1.5	43.9	1.4
75.0	24.8	2.4	29.8	2.0	34.8	1.7	39.8	1.5	44.8	1.3
70.0	26.6	2.3	31.6	1.9	36.6	1.6	41.6	1.4	46.6	1.3
65.0	28.0	2.1	33.0	1.8	38.0	1.6	43.0	1.4	48.0	1.3
60.0	30.2	2.0	35.2	1.7	40.2	1.5	45.2	1.3	50.2	1.2

- To determine the total interviewing hours to complete a target, locate the incidence rate and length of the interview and multiply by the number of interviews to be completed. (e.g: 28 grade 10 students 10 minutes interviews @ 85% incidence requires 13 hours (27.6 minutes x 28/60 minutes = 12.88 hours)

b. Interviewer training - the supervisor is responsible for training each of the interviewing staff. Key elements include:

- An overview of the background of the project. This review outlines the survey methodology, research objectives, and data analysis requirements.

- An in depth look at the interview situation, including the Introduction, the Interview, and the Closure.

- An in depth look at the general techniques of the survey, including structured questions, unstructured questions verifying, clarification and probing.

- Review of the sampling method utilized.

- Discussion of interview problems, keeping accurate records, and field timelines.

- Discussion of the responsibility and code of ethics of the interviewer.

c. Conduct an interviewer project briefing session. This briefing is a group meeting at the beginning of a project to allow the field personnel an opportunity to familiarize themselves with the survey prior to dialing respondents. A typical briefing session includes:

- Each interviewer reading aloud a portion of the survey;
- The supervisor pointing out all skip patterns, termination points, etc.
- Notifying interviewers of the flow rate expectations;
- Length of interview
- Explanation for typical respondent questions (eg., how did you get my name, who is the survey for, etc.).

After the group briefing session, each interviewer is asked to "test" 1-2 surveys to check individually the survey flow (eg, do the questions read well, are they in the right order, etc.).

d. Edit all completed surveys.

e. Keep track of all quotas (eg., how many are completed, how many more do you need).

f. Tallying call record sheets.

g. Calculating incidence/response rates at the end of the project.

h. Drafting a field report summary as to the experiences during the telephone field work (e.g., any survey changes, length of interview, number of interviews completed, quota breakdowns, etc.).

4.2 Interviewer Training and Responsibilities

The interviewer is probably the most important, single factor in any study. Interviewing is the key to getting the real opinions that determine the respondents' level of satisfaction, suggestions, and areas of concern. These instructions are intended to give the basics of telephone interviewing as well as some of the specific situations which may arise in the telephone interview and how to handle them.

Before Beginning an Interview

One of the best ways to insure a good interview is to make sure that the interviewers are well prepared before beginning. The supervisor must provide instructions at the briefing session for the study. There are some additional steps that interviewers or supervisors may take in preparing to work on a study.

a. Be sure the interviewers have a thorough understanding of the general interviewing procedures (as specified throughout this section of the manual).

b. All interviewers must listen carefully at the briefing session for each study and be sure they understand the instructions the supervisor gives on how the survey is to be handled.

c. If at any time the interviewers have questions or encounter something they do not understand, always instruct them to ask the supervisor. **Never** allow interviewers to guess or make assumptions on how to handle something which they don't understand.

d. After the survey has been explained, instruct the interviewers to read through it several times until they are thoroughly familiar with it and feel they could conduct an interview smoothly, following the various skip instructions. (See definitions, skip pattern, page23)

Asking the Questions

a. Instruct the interviewers to read every question verbatim; that is, read every question word for word, exactly as it is printed on the survey. Never allow the rephrasing of a question by putting it in their own words or by elaborating on the wording. The questions have been carefully thought over and worded. Changing even one word may affect the answer the respondent gives and bias the results of the study.

   Occasionally a respondent may not understand a question. He or she may be unable to answer the question, or the response may not answer the question. In either case, the interviewer should read the question again verbatim, emphasizing the words the respondent may not understand. If the respondent still does not understand, record what was said, make a note of explanation in the margin and go on to the next question. A response of "don't know" or a respondent refusal to answer that question is still considered an acceptable response.

b. Read all the questions clearly and slowly so that the respondent is able to understand every word.

c. Ask all the questions in the order given on the survey. This means that the interviewer must make themselves familiar with the survey and its skip instructions before conducting the interview so that all the skips are followed correctly and the interview follows the prescribed sequences.

d. Do not suggest answers to a respondent or ask leading questions. Interviewers must remain neutral in their questioning so the respondents will give their own opinions. Remember there are no right or wrong answers. It is the respondents' opinions that we want.

e. Many checklists in the survey are only to help the interviewers record information quickly and are not to be read to the respondents.

There are two ways of designing interviewer instructions:

1. Some surveys are designed so that all lists are read unless the survey specifically says, "DO NOT READ LIST".

2. Some surveys are designed using the reverse procedure and assume the checklist will not be read unless the survey specifically says "READ LIST".

Be sure the interviewers understand which one (or both) of these two procedures is being used for each study they work on.

Recording the Answers

Use a sharp regular lead pencil for recording the answers (preferably a #2 pencil) and have spares nearby.

Every question that requires an answer must be answered, or have a marginal note to explain the omission.

a. Objective Recording (Closed End or Structured Questions)

Objective questions are those which require a "yes" or "no" answer or a checklist of items from which a respondent may choose an answer rather than asking for an explanation in their own words.

1. One type of objective recording is where the interviewer will circle a number which will correspond with the answer given by the respondent:

EG: Do you have a child in your household currently attending high school?

Yes	1
No	2
Don't Know	3
Refused	4

Other types of objective recording is where you make a "✓" or an "x" in a box or between brackets:

EG: Do you have a child in your household currently attending high school?

Yes ☐ No ☐ Don't Know/NA ☐

2. If a respondent's answer does not fit any of the items in the checklist printed on the survey, record the answer verbatim in the space provided for "other" comments. If there is no "other" category included in the checklist, write the respondent's answer in the margin.

3. Some questions require that there be "One answer only". Usually there is a word in the question (such as "first", "most" or "best") that indicates that only one answer be given. If the respondent cannot make a choice, repeat the question emphasizing the applicable word (e.g., "first", etc.), and if necessary, utilize the first response mentioned.

   Also, sometimes the respondent will be required to provide a single number answer (e.g., "*how many times have you been absent from school this year*"?), but only provides a range (e.g., "*3 or 4 times*"). Since the answer required is for a single numeric value, the interviewer must clarify with the respondent to choose either 3 OR 4, but not both.

4. It sometimes happens that respondents will change their minds on an answer already given. If this occurs, make the necessary changes.

5. Before you begin calling, go through the practice interview with another interviewer at the briefing session.

6. After your first completed interview, review the special instructions for the study to be sure you are following all of them correctly.

b. Subjective Recording (Open Ended Questions)

Open ended questions provide respondents with the opportunity to express themselves freely.

Often answers given in a respondent's own words are not clear at first. For instance, a respondent may answer *"...it depends on the school"*. This really doesn't tell us what "it depends upon" and in itself is not a complete answer. Record the answer in the exact words used. In order to get a more comprehensive answer, specific techniques known as "Clarifying and Probing", are used .

c. Clarifying and Probing

There are two basic techniques used in recording answers to subjective questions to be certain these answers are clear and meaningful. One technique is clarifying, and the other is probing.

Clarifying, as the name suggests, is a procedure used to get an explanation or further description of an answer that has already been given. For example, the respondent says, *"My child's school is okay"*. The interviewer must clarify to find out what about the school is okay.

Probing is the procedure used to obtain a complete response. It is done by asking the respondents for more information in addition to that already given. Probing should be done until respondents indicate that they have nothing more to add.

DO NOT ASK LEADING QUESTIONS WHEN CLARIFYING AND PROBING

The tricky thing is to clarify and probe without putting words in the respondent's mouth or inserting your ideas - in other words, by not biasing the answer. Probing and clarifying questions must never suggest answers to the respondent. Only non-leading questions are to be asked.

Examples of Non-Leading Clarifying Questions:

What do you mean by that?
Why do you say that?
What are your reasons for saying that?
In what way was it (REPEAT RESPONDENT'S EXACT WORDS)?
How do you mean (REPEAT RESPONDENT'S EXACT WORDS)?

Never suggest how the respondent may feel.

Examples of Non-Leading Probing Questions:

What else?
Any others?
What else (REPEAT APPROPRIATE PHRASE FROM QUESTION)?

When Clarifying or Probing have been used, the interviewer must indicate the fact by writing the letter (p) before recording the respondent's answer.

Probably the easiest probe questions are those which are called to the interviewer's mind by SPECIFIC WORDS which the respondent says. These are called KEY words. These are words that come up repeatedly. Here are a few examples:

Good	Attractive	Satisfactory	Quality
Not good	Interesting	Nice	Okay
Like	Better	Frequently	Expensive
Convenient	Don't like	All right	Cheap
Appealing	Appearance	Unsatisfactory	Reputation

These words have value only if the interviewer recognizes them as vague or incomplete answers and tries to find out what the respondent means. They are signals; they have very little meaning themselves.

Skilled interviewers never assume that they can interpret other peoples' thoughts. They always ask the respondents what is meant as each person has a different idea in mind when using certain words.

Example 1

Interviewer *"Overall, what changes, if any, would you like to see in your school to make it better?"*

Respondent *"It would be great if they had nicer classrooms and the cafeteria food tasted better".*

The respondent gave a sincere answer, and at first glance, it may even seem complete. However, it is really of no value to you because it is not specific.

The respondent has sent up the signals, but we don't yet know what they mean. The experienced interviewer will recognize the key words and probe for their meaning. In this case, they are "nicer classroom" and "tasted better". Therefore, further probing is necessary.....

Interviewer *"And what do you mean by nicer classrooms, and better tasting food?"*

Respondent *"Well, the desks are really old and too small for me to sit in. The cafeteria food doesn't seem to have any taste at all, it's all too bland".*

Due to further probing techniques utilized, we have now learned that the respondent was referring to the classroom desks (and not the classroom specifically), as well as the bland taste of the food available in the cafeteria.

"PROBING" is asking for further information. A respondent tells you a response to a questions and the interviewer asks if he/she has any other ideas related to the question.

"CLARIFYING" is asking about the idea in order to fully understand. The following is an example of clarifying:

Interviewer "*....what is the MOST important issue facing Alberta's elementary, junior and senior high schools*?"

Respondent "*Lack of funds.* (p)["*How do you mean lack of funds*?"] "*There's not enough supplies.* (p) ["*Specifically, what types of supplies*?"] "*Oh, books, pens, paper, arts materials, that sort of thing*". (p)["*Anything else*?"] No.

The respondent has been clarified for two responses and probed for 1 response.

Parroting: Repeating what respondents say. The following is an example of parroting:

Respondent "*I really like my school*".

Interviewer "*You really like your school*

Respondent "*Yes, my teachers are very nice*".

Interviewer "*Your teachers are very nice*".

Respondent "*Yes, they are very patient with me and tell me when I'm doing a good job or not doing such a good job*". Etc., etc.

d. At the End of the Interview

Immediately after finishing an interview, look over the survey to make sure that all questions are answered, that all responses are clear and meaningful and that answers are recorded legibly.

A sample editing checklist for interviewers is included.

Once the newly trained interviewers have mastered the basics, they should be assigned to observe qualified interviewers in a live interviewing situation. The next step is to have a senior interviewer or supervisor monitor individual interviewers while administering a live interview. This interaction will put the novice interviewers at ease and also will assist them in practising the basic training they have received.

e. Typical Questions Asked by Respondents

Many respondents will ask the interviewer various questions and it is important that the interviewer answer each question posed honestly and consistently.

How did you get my name and/or phone number?

- Given the nature of your survey. It should be quite acceptable to say that their name and phone number were **randomly** generated from the school's master list of currently enrolled students.

How long will this survey take?

- Usually the time of the survey is mentioned during the introduction. Repeat the estimated time to complete the survey and add "depending upon your answers". This will allow for respondents who provide you with lengthy answers to the open ended questions included in your survey.

Who will be using this information?

- Interviewers should be allowed to inform respondents of how the provided information will be utilized. An example to this type of question would be, "This information will be analyzed at the school level to ensure that the province, school jurisdictions and schools systematically use performance measure results to make continuous improvements to education".

What benefits do I receive in completing this survey for you?

- "All information generated from this research study will be used to assist in providing Albertans with timely and meaningful information about student achievement and the performance and cost of education at the provincial, school jurisdiction and school levels. By completing this survey, you will be provided the opportunity to have your personal views heard and acknowledged".

f. Sometimes an interviewer may come across a rude or uncooperative respondent. In these cases, it is best to either forward the respondent on to the supervisor, or for the interviewer to simply thank the respondent for the time and cooperation and then terminate the survey. It is important that the interviewers remember not to take negative respondent behavior personally or to become discouraged.

Sample Editing Checklist for Interviewers

___ Are all information blanks completed? (eg., respondent's name, phone number, start/stop time, length of interview, interviewer's name)

___ Is there a response recorded for each qualifying question?

___ Does the respondent fit all the qualifications of the study?

___ Is there an answer recorded for every question except where a skip pattern is indicated?

___ Are skip patterns followed logically?

___ Are grids completed logically and accurately?

___ Do all questions requiring a single response have only one, and not multiple responses?

___ When a question asks for a number, is there an exact number and not a range? (eg., "*How many times have you been absent from school this year*?" There should be a single number, not a range like "3 or 4 times").

___ Have you crossed out, rather than erased any errors, so the correct response is clearly evident?

___ Have you included marginal notes to explain illogical recording? (e.g., respondent refused to choose between very satisfied and satisfied, saying it depended).

___ Are all open ended questions recorded completely? Have you used probing and clarifying symbols so your supervisor, or the coders, can reconstruct the dialogues you have recorded?

___ Is your handwriting completely legible? (No abbreviations, cramped letters, incomplete words or confusing spelling).

Definitions

Bias	The tendency for some extraneous factor to affect the answers to survey questions or the survey results in general, in a systematic way so that results are "pushed or pulled" in some specific direction.
Closed ended question	A structured survey question where the alternative answers are listed so that respondents must ordinarily pick only from among them.
Coding	The process of assigning code values to the various alternative answers to survey questions, either when constructing the survey (precoding) or after data collection (postcoding).
Demographics	A set of conditions or attributes of people, often including age, sex, marital status, education, employment, occupation and income; usually measured in surveys to determine the types of people represented by the sample and to make comparisons of other results among demographic groups.
Interviewing bias	The tendency for some aspect of the interviewing to cause respondents to answer in a particular way or systematically "push or pull" the survey results in some given direction thus reducing the survey validity.
Open ended questions	An unstructured survey question that does not include a list of alternative answers, so that respondents must answer in their own words.
Quota sample	Any sample design that requires a set number or proportion of respondents with given characteristics or attributes.

Random sample	A sampling design that seeks to select respondents from the population or sample frame in a completely random fashion, so that every respondent has an equal probability of being selected.
Response rate	The percentage of those included in the sample who responded to the survey and provide usable, completed surveys.
Sample	The number and/or identification of respondents in the population who will be or have been included in the survey.
Skip pattern	A device used in some questionnaires to guide respondents (or interviewers) past any question(s) which do not apply to the particular respondent. (See also: Filter question)
Filter question	A type of question used to exclude a respondent from a subsequent question (or series of questions) if that question or series of questions does not apply to the particular respondent. (See also Skip pattern)
Survey	A research technique where information requirements are specified, a population is identified, a sample selected and systematically questioned, and the results analyzed, generalized to the population, and reported to meet information needs.
Unaided recall	A form of questioning respondents about what they remember, where the facts, objects or events are not listed or presented to them to aid their recollection, as with aided recall.

Call Record Management

In order for the supervisor to calculate the incidence rate of the sample used, it is imperative that the interviewers keep accurate records of each call made. All listings distributed should be transferred to a call record sheet and handed in to the supervisor at the end of that day's/evening's interviewing.

A few things the interviewer must remember when dialing a respondent:

- Always allow for 5 rings before you hang up;
- Never leave a message on an answering machine, always call back;
- You must attempt to contact a no answer, busy or answering machine listing 3 times over an extended period (e.g., once per evening) before it is considered a non-useable number and stays as a "no answer".
- All callbacks must be completed at the specified time, before accessing any new listings.
- All useable call records must be accessed a minimum of 3 times before exhausting that listing.
- Listings that may continue to be accessed are called useable listings and include No Answer, Busy, Answering Machine, Respondent Unavailable. Listings that you do not want to re-contact are considered to be Non useable listings and they include Disconnected, Fax Machine, Cellular/Pager Listings, Refusal, Respondent Terminate, Ineligibles, Quota Filled, Language Barrier, Business/Residential listing and Other.

The following information outlines the description of each dialing outcome and how these numerical codes are to be used.

Project:	Identifies survey
Location:	Identifies the target segment's geographic area
Subject:	Identifies survey topic
Telephone:	Identifies the number dialed
Date:	Identifies the date when the number was dialed

Call Status Code: Identifies the outcome of the dialling.

No Answer	Indicates that no one was available to accept the call.
Busy	Indicates that the line is currently in use
Disconnected	Indicates a number is no longer in service.
Answering Machine	Indicates respondent is not available. DO NOT LEAVE A MESSAGE.
Fax Machine	Indicates you received a high pitched squeal when dialed.
Cellular/Pager	Indicates a listing which should not be dialled. Interviewer reached a cellular/page number.
Refusal	Indicates respondent does not wish to participate in the study.
Respondent Terminate	Usually means respondent "hung up" after qualifying via the screener. Could also mean the interviewer terminated because respondent appeared to be uncooperative or responding in a foolish manner. Not to be confused with "Refused".
Ineligible (9a)	Indicates the respondent does not qualify based upon the response to the first qualifying question on the screener.
Ineligible (9b)	Indicates the respondent does not qualify based upon the response to the second qualifying question on the screener.
Ineligible (9c)	Indicates the respondent does not qualify based upon the response to the second qualifying question on the screener.
Quota filled	Indicates specific quotas are full, respondent does not therefore qualify.
Respondent Unavailable (set callback date/time)	Mark and record convenient date and time for callback. If possible, get first name of potential respondent and enter information in comments section.

Language Barrier	Indicates a respondent who cannot be understood easily or who cannot understand because of a language or hearing barrier.
Business	Indicates you have reached a business listing (if dialing residential) or reached a residential listing (if dialing business).
Other	Comments for any dialing outcome that does not fit this list.
Complete	Indicates a qualified, completed survey. Add (M) or (F) to indicate whether the survey was completed with a male or female respondent.

Always number your completed surveys incorporating date of completion as well as male/female. For example your first completed interview on "May 26th" was male, label as follows: 26-1 (M). Thus, if there is a problem in the daily totals, the supervisor only need to go through that day's completes, versus reviewing everything done to date.

Telephone Call Record Sheet							
Interviewer: _____				Project: _____			
Telephone	Date	Code	Date	Code	Date	Code	Comments

1. No Answer
2. Busy
3. Disconnected
4. Answering Machine
5. Fax Machine
6. Cellular/Pager Listing
7. Household Refusal
8. Respondent Refusal
9. Respondent Terminate
10. Ineligible A: _____
    Ineligible B: _____
    Ineligible C: _____
11. Respondent Unavailable (set callback date & time)
12. Language Barrier
13. Changed Number (record correct number)
14. Business/Residential (record name of business)
15. Other (specify in comments section
C. Complete (record date/complete # and m/f respondent)

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Field Completion Report

It is part of the supervisor's responsibility to record accurately the number of completes per evening as well as the number of hours incurred.

The following form provides a working document that assists the supervisor in calculating the cumulative totals for interviews and hours.

FIELD COMPLETION REPORT

PROJECT # _____ PROJECT DESCRIPTION:_____

QUOTAS		Date:		Date:		Date:		Date:		Date:		Date:	
DESCRIPTION	n=	Daily Total	Cum Total	Daily Total	Cum Total	Daily Total	Cum Total	Daily Total	Cum Total	Daily Total	Cum Total	Daily Total	Cum Total
TOTAL COMPLETIONS													
HOURS: Interviewing													
Briefing													
Supervision													
FLOW RATE:													

Incidence Dialing Reports

One of the final responsibilities of the supervisor is to calculate the project's incidence rate. In order to provide your client with this information, you will need to refer to the call record sheets that the interviewers have completed.

It should be noted that each listing is only counted once, in other words it is the last dialing outcome that is recorded. The following page provides an example of an incidence report dialing breakdown.

Dialling Breakdown - Student		
Total listings: 4643	#	%
A) **Total dialing**	2273	49%
B) **Non-valid sample** (sub-total)	(566)	(12%)
Not in Service	111	2%
Fax/Modem Number	7	*
Business Number	14	*
Changed Number	6	*
Communication/ Language	10	*
Callback, N/A for Duration	410	9%
Duplicate Listing	8	*
C) **Valid sample**	1707	37%
D) **Sample not contacted** (sub-total)	(333)	(7%)
Busy	35	1%
No Answer	200	4%
Answering Machine	98	2%
E) **Sample contacted**	1374	30%
F) **Non-cooperatives** (sub-total)	(238)	(5%)
Household Refusal	153	3%
Respondent Refusal	85	2%
Respondent Terminated	*	*
G) **Cooperative sample** (sub-total)	(1136)	(25%)
Complete	800	17%
Incomplete (sub-total)	(336)	(7%)
Quota Filled	12	*
Non-qualifier (no high school student)	321	7%
Other	3	*

(A) Total Dialings - (B) Non-Valid Sample = (C) Valid Sample
(C) Valid Sample - (D) Sample Not Contacted = (E) Sample Contacted
(E) Sample Contacted - (F) Non-Cooperatives = (G) Cooperative Sample
Completes + Incompletes = (G) Cooperative Sample

INCIDENCE RATE = Completes divided by Cooperative Sample therefore Incidence = 70%

Report is based on last access of case. Total dialings does not include number of times the case is accessed.

5 Mail/ self Complete Surveys

5.1 Distribution and Return

Whenever you implement a "self complete" or "mail" survey methodology, it is imperative to include a cover letter for respondents which outlines the research benefits as well as how this information will be used in the future. This letter should also detail the timeframe/method for returning the completed survey as well as the guarantee of anonymity.

For an example of both an introduction letter and survey sent to School 2 parents, please refer to Appendix B.

Once you have finalized the questionnaire design and introduction letters, it is up to the administrative staff to prepare address labels, etc. for distribution of the questionnaires.

There are a variety of ways in which the distribution may occur and further discussion amongst each school will determine the most appropriate method. Some possible methods may include:

- Scheduling a brief "home room" meeting to distribute student/parent surveys;
- Include survey with student report card;
- Mail appropriate survey to the attention of the parent and instruct student to return the completed survey to school upon completion;
- Mail appropriate survey to the students' homes and include a return envelope for mailing back to the school.

Prior experience with these various methods will assist in developing the most appropriate method of distribution.

Considerations required for the return of these self completed surveys include:

- Specific timing instructions (eg., these surveys must be returned by a specific date in order to be considered part of the study)
- A telephone number respondents may call if they have questions or require assistance to complete the survey;
- Clear instructions for where the completed surveys are to be delivered if not by return mail (eg., to their teacher, principal's office, etc.)

5.2 Data Analysis

Data Analysis can be done by the following:

- All closed ended responses from each questionnaire must be coded and input into a spreadsheet.
- Open ended questions must also be coded. This involves reviewing all the responses and establishing categories that these responses can be put into. These categories must be mutually exclusive - that is, no response can fit in more than one category. Each open ended responses should be put in a category and that category number should be input into the spreadsheet for each respondent.
- 10% of all the coding should be verified - that is, someone should recheck the coding for 10% of all questionnaires completed.
- Each table should also be set up so that the responses for that question can be broken down - i.e., males vs females, by grade level, by school etc..

Appendices

Appendix A: Telephone Survey Samples

The following are the telephone surveys that were utilized to conduct interviews with teachers, parents and students within the specified areas.

July 4th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 4 PARENT SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. For the purposes of this survey, may I please speak to _____ **(INSERT NAME FROM LIST)**.

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. Sex
(DO NOT ASK)

1 - Male
2 - Female

B. Are there any children in this household who are attending grades 10 through 12 in Alberta?

1 - Yes
2 - No **THANK AND TERMINATE**

C. Are you the parent or guardian of these children?

1 - Yes **CONTINUE**
2 - No **ASK TO SPEAK TO A PARENT OR GUARDIAN**

We would like to talk to you about your opinions on the education your child is receiving, who is currently in grade _____ **(INSERT FROM LIST)**.

D. In the past 30 days, have you received a questionnaire from your child's high school or school division asking for your opinion about your child's education?

1 - Yes (GO TO Q.E)
2 - No
9 - DK/ Refused

E. Did you complete this questionnaire and send it back?

1 - Yes **(CHECK QUOTA)**
2 - No
9 - DK/ Refused

1. In your opinion, what is the single MOST important issue facing high schools in your community? **(INSERT CODE LIST)**

_____

_____

_____

2 Are there any other issues you feel are important? **(INSERT CODE LIST)**

_____

_____

_____

3 Overall, how satisfied are you with the quality of education that your child is receiving in his/ her school? Are you ... **(READ LIST)**

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
(DO NOT READ)
5 - DK/ NA

The next few questions are about **information you receive** from your child's school or other sources on various education issues.

4. Are you very satisfied, satisfied, dissatisfied or very dissatisfied, with the **access you have to information** about your child's educational progress and achievement?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ Refused

5. Are you very satisfied, satisfied, dissatisfied or very dissatisfied, with the **information you receive** from your child's school or other sources about your child's educational progress and achievement?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ Refused

6. Students have often been given the grades of A, B, C, D or Fail to indicate the quality of their work. If you graded your child's school in this way, what grade would you give it? **(DO NOT READ)**

1 - Grade of A
2 - Grade of B
3 - Grade of C
4 - Grade of D
5 - Fail
6 - DK/ NA

7. In general, would you say the quality of education provided by the schools in your community has improved, stayed the same, or become worse in the last five years?

1 - Improved
2 - Stayed the same
3 - Become worse
4 - DK/ NA

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 4th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 4 HIGH SCHOOL STUDENT SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. For the purposes of this survey, may I please speak to _____ **(INSERT NAME FROM LIST).**

(If 16 years of age or under, ask to speak to parent or guardian and get permission to conduct interview)

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. How old are you?
(DO NOT READ)

1 - 14 years old
2 - 15 years old
3 - 16 years old
4 - 17 years old
5 - 18 years old
6 - 19 years old
7 - Refused

B. And just to confirm, which grade are you in currently?

1 - Grade 10
2 - Grade 11
3 - Grade 12

C. Sex
(DO NOT ASK)

1 - Male
2 - Female

D. In the past 30 days did you complete a questionnaire during class in your high school that asked for your opinion about the education you are receiving?

1 - Yes **(CHECK QUOTAS)**
2 - No
9 - DK/ Refused

1. In your opinion, what is the single MOST important issue facing your high school?
(INSERT CODE LIST)

_____

_____

_____

2. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

3. Overall, how satisfied are you with the quality of education that you are receiving in your school?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/NA

4. Thinking about the learning experiences you are having at your school would you strongly agree, agree, disagree or strongly disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	DK/NA
I am clear as to what I am expected to learn	1	2	3	4	5
Teachers use a variety of approaches to meet my individual needs	1	2	3	4	5
I am being challenged to do my best	1	2	3	4	5
Teachers provide the help and support I need to learn	1	2	3	4	5
I have the opportunity to make choices about the courses I can take	1	2	3	4	5
I am learning to take responsibility for my own actions	1	2	3	4	5

5. In your opinion, how much is high school helping you IMPROVE in the following areas. Would you say your high school is helping you improve a lot, some or very little with regard to....

	Very Little	Some	Alot	DK/NA
Writing	1	2	3	4
Reading	1	2	3	4
Speaking	1	2	3	4
Listening	1	2	3	4
Creative thinking	1	2	3	4
Critical thinking	1	2	3	4
Ability to learn on my own	1	2	3	4
Problem solving	1	2	3	4
Mathematical skills	1	2	3	4
Leadership	1	2	3	4
Self-confidence	1	2	3	4
Decision making	1	2	3	4
Getting along with others	1	2	3	4
Working with others	1	2	3	4
Applying knowledge to real life situations	1	2	3	4
Computer skills	1	2	3	4
Managing time	1	2	3	4
Researching an issue	1	2	3	4

6. Do you strongly agree, agree, disagree or strongly disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree	DK/NA
I am clear on what behaviour is expected of students in my school	1	2	3	4	5
Most students at my school follow the school's rules for behaviour	1	2	3	4	5

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7. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the opportunities you have to be involved in activities outside the classroom?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very Dissatisfied
5 - DK/NA

8. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the opportunities to be involved in decisions that affect student life in your school?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very Dissatisfied
5 - DK/NA

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 4th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 4 TEACHER SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. May I please speak to _____ **(INSERT NAME FROM LIST)**. We would like to talk to you about your opinions about education in Alberta and in your school. The survey will take 10 minutes to complete. Do you have time now to complete this survey?

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. SEX
(DO NOT ASK)

1 - Male
2 - Female

B. In the past 30 days did you complete a questionnaire from your school or school division that asked for your opinion about the education in your school?

1 - Yes **(CHECK QUOTAS)**
2 - No
3 - DK/ Refused

1. What is your current designation in your school?
(READ LIST)

1 - Classroom Teacher
2 - Department Head
3 - Assistant Principal
4 - Vice Principal
5 - Principal
6 - Other _____

2. Are the courses you teach most often at the ...
(READ LIST)

1 - Elementary level
2 - Junior High level
3 - Senior High level
4 - Other _____
5 - DK/ NA

3. In your opinion, what is the single MOST important issue facing elementary, junior and high schools in your community?
(INSERT CODE LIST)

_____

_____

_____

4. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

5. Thinking about the teaching you are involved with at your school, would you strongly agree, agree, disagree or strongly disagree with each of the following ...

	Strongly Agree	Agree	Disagree	Strongly Disagree	DK/ NA
You have the skills and knowledge to meet students' needs	1	2	3	4	5
You have enough authority to choose appropriate teaching strategies	1	2	3	4	5
Your current teaching assignments match your knowledge, skills and attitudes	1	2	3	4	5
Meetings are such that persons can engage in open and frank discussions of issues.	1	2	3	4	5
Administration frequently tries new ways to operate the school	1	2	3	4	5
The administration encourages teachers to work together	1	2	3	4	5

6. Teachers vary in how they view their own performance from year to year. How do you personally view your own performance during the past year?

1- Extremely effective
2- Effective
3- Ineffective
4- Extremely ineffective
5- DK/NA

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 4th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 3 PARENT SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. For the purposes of this survey, may I please speak to _____ **(INSERT NAME FROM LIST).**

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. Sex
(DO NOT ASK)

1 - Male
2 - Female

B. Just to confirm, are there any children in this household who are attending grades 10 through 12 in Alberta?

1 - Yes
2 - No **THANK AND TERMINATE**

C. Are you the parent or guardian of these children?

1 - Yes **CONTINUE**
2 - No **ASK TO SPEAK TO A PARENT OR GUARDIAN**

We would like to talk to you about your opinions on the education your child is receiving, who is currently in grade _____ **(INSERT FROM LIST).**

D. In the past 30 days, have you received a questionnaire from your child's high school or school division asking for your opinion about your child's education?

1 - Yes (GO TO Q.E)
2 - No
9 - DK/ Refused

E. Did you complete this questionnaire and send it back?

1 - Yes **(CHECK QUOTA)**
2 - No
9 - DK/ Refused

1. In your opinion, what is the single MOST important issue facing high schools in your community?
(INSERT CODE LIST)

_____

_____

_____

2. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

3. Overall, how satisfied are you with the quality of education that your child is receiving in his/ her school? Are you ...
(READ LIST)

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
(DO NOT READ)
5 - DK/ NA

The next few questions are about **information you receive** from your child's school or other sources on various education issues.

4. Are you very satisfied, satisfied, dissatisfied or very dissatisfied, with the **access you have to information** about your child's educational progress and achievement?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ Refused

5. Are you very satisfied, satisfied, dissatisfied or very dissatisfied, with the **information you receive** from your child's school or other sources about your child's educational progress and achievement?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ Refused

6. Would you Strongly Agree, Agree, Disagree or Strongly Disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfactorily informed about my child's progress in school	1	2	3	4
High school graduates are well prepared for post-secondary education	1	2	3	4
Most students have good work and study habits	1	2	3	4

7. Students have often been given the grades of A, B, C, D or Fail to indicate the quality of their work. If you graded your child's school in this way, what grade would you give it?

Grade of A	1
Grade of B	2
Grade of C	3
Grade of D	4
Fail	5
DK/NA	6

8. In general, would you say the quality of education provided by the schools in your community has improved, stayed the same, or become worse in the last five years?

1 - Improved
2 - Stayed the same
3 - Become worse
4 - DK/ NA

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 4th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 3 HIGH SCHOOL STUDENT SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. For the purposes of this survey, may I please speak to _____ **(INSERT NAME FROM LIST).**

(If 16 years of age or under, ask to speak to parent or guardian and get permission to conduct interview)

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. How old are you?
(DO NOT READ)

1 - 14 years old
2 - 15 years old
3 - 16 years old
4 - 17 years old
5 - 18 years old
6 - 19 years old
7 - Refused

B. And just to confirm, which grade are you in right now?

1 - Grade 10
2 - Grade 11
3 - Grade 12

C. Sex
(DO NOT ASK)

1 - Male
2 - Female

D. In the past 30 days did you complete a questionnaire during class in your high school that asked for your opinion about the education you are receiving?

1 - Yes **(CHECK QUOTAS)**
2 - No
9 - DK/ Refused

1. In your opinion, what is the single MOST important issue facing your high school?
(INSERT CODE LIST)

_____

_____

_____

2. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

3. Overall, how satisfied are you with the quality of education that you are receiving in your school? Are you ...
(READ LIST)

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
(DO NOT READ)
5 - DK/ NA

4. Thinking about the learning experiences you are having at your school would you Strongly Agree, Agree, Disagree or Strongly Disagree with each of the following...

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers use a variety of approaches to meet my individual needs	1	2	3	4
I am clear as to what I expect to learn	1	2	3	4
I am being challenged to do my best	1	2	3	4
I am learning to take responsibility for my own actions	1	2	3	4
I have the opportunity to make choices about the courses I can take	1	2	3	4
Teachers provide the help and support I need to learn	1	2	3	4

5. In your opinion, how much is high school helping you IMPROVE in the following areas. Would you say your high school is helping you improve a lot, some or very little with regard to....

	Level of Improvement			
	Very Little	Some	A Lot	DK/ NA
Writing	1	2	3	4
Reading	1	2	3	4
Speaking	1	2	3	4
Listening	1	2	3	4
Creative thinking	1	2	3	4
Critical thinking	1	2	3	4
Ability to learn on my own	1	2	3	4
Problem-solving	1	2	3	4
Mathematical skills	1	2	3	4
Leadership	1	2	3	4
Self-confidence	1	2	3	4
Decision-making	1	2	3	4
Getting along with others	1	2	3	4
Working with others	1	2	3	4
Applying knowledge to real life situations	1	2	3	4
Computer skills	1	2	3	4
Managing Time	1	2	3	4
Researching an issue	1	2	3	4

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6. Do you Strongly Agree, Agree, Disagree or Strongly Disagree with the following...

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am clear on what behaviour is expected of students in my school	1	2	3	4
Most students at my school follow the school's rules for behaviour	1	2	3	4

7. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the opportunities you have to be involved in activities outside the classroom?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ NA

8. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the opportunity to be involved in decisions that affect student life in your school?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ NA

9. Would you Strongly Agree, Agree, Disagree or Strongly Disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
High school graduates are well prepared for post-secondary education	1	2	3	4
Most students in your school have good work and study habits	1	2	3	4
Your school keeps your parents informed about how well you are doing in school	1	2	3	4

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 4th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 3 TEACHER SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. May I please to _____ **(INSERT NAME FROM LIST)**. We would like to talk to you about your opinions about education in Alberta and in your school. The survey will take 10 minutes to complete. Do you have time now to complete this survey?

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. SEX
(DO NOT ASK)

1 - Male
2 - Female

B. In the past 30 days did you complete a questionnaire from your school or school division that asked for your opinion about the education in your school?

1 - Yes **(CHECK QUOTAS)**
2 - No
3 - DK/ Refused

1. What is your current designation in your school?
(READ LIST)

1 - Classroom Teacher
2 - Department Head
3 - Assistant Principal
4 - Vice Principal
5 - Principal
6 - Other _____

2. Are the courses you teach most often at the ...
(READ LIST)

1 - Elementary level
2 - Junior High level
3 - Senior High level
4 - Other _____
5 - DK/ NA

3. In your opinion, what is the single MOST important issue facing elementary, junior and high schools in your community?
(INSERT CODE LIST)

_____

_____

_____

4. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

5. Would you Strongly Agree, Agree, Disagree or Strongly Disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
High school graduates are well prepared for post-secondary education	1	2	3	4
Most students have good work and study habits	1	2	3	4
Schools keep parents informed about how well students are doing in school	1	2	3	4
You have the skills and knowledge to meet students' needs	1	2	3	4
You have enough authority to choose appropriate teaching strategies	1	2	3	4
Your current teaching assignments match your knowledge, skills and attitudes	1	2	3	4

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 6th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 2 PARENT SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. For the purposes of this survey, may I please speak to _____ **(INSERT NAME FROM LIST).**

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. Sex
(DO NOT ASK)

1 - Male
2 - Female

B. Are there any children in this household who are attending grades 10 through 12 in Alberta?

1 - Yes
2 - No **THANK AND TERMINATE**

C. Are you the parent or guardian of these children?

1 - Yes **CONTINUE**
2 - No **ASK TO SPEAK TO A PARENT OR GUARDIAN**

We would like to talk to you about your opinions on the education your child is receiving, who is currently in grade _____ **(INSERT FROM LIST).**

D. In the past 30 days, have you received a questionnaire from your child's high school or school division asking for your opinion about your child's education?

1 - Yes (GO TO Q.E)
2 - No
9 - DK/ Refused

E. Did you complete this questionnaire and send it back?

1 - Yes **(CHECK QUOTA)**
2 - No
9 - DK/ Refused

In this survey, tell us about your child's school DURING THIS SCHOOL YEAR. We require that all of your answers pertain to your child currently attending grade _____ **(INSERT FROM LIST)**.

1. In your opinion, what is the single MOST important issue facing high schools in your community? **(INSERT CODE LIST)**

_____

_____

_____

2. Are there any other issues you feel are important? **(INSERT CODE LIST)**

_____

_____

_____

3 Overall, how satisfied are you with the quality of education that your child is receiving in his/ her school? Are you ...
(READ LIST)

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
(DO NOT READ)
5 - DK/ NA

The next few questions are about **information you receive** from your child's school or other sourves on various education issues.

4. Are you very satisfied, satisfied, dissatisfied or very dissatisfied, with the **access you have to information** about your child's educational progress and achievement?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ Refused

5. Are you very satisfied, satisfied, dissatisfied or very dissatisfied, with the **information you receive** from your child's school or other sources about your child's educational progress and achievement?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ Refused

6. Students have often been given the grades of A, B, C, D or Fail to indicate the quality of their work. If you graded your child's school in this way, what grade would you give it? **(DO NOT READ)**

1 - Grade of A
2 - Grade of B
3 - Grade of C
4 - Grade of D
5 - Fail
6 - DK/ NA

7. In general, would you say the quality of education provided by the schools in your community has improved, stayed the same, or become worse in the last five years?

1 - Improved
2 - Stayed the same
3 - Become worse
4 - DK/ NA

6. As a parent, your child has often been given the grades of A/A-, B+/B/B-, C+/C/C-, D+/D or Fail to indicate the quality of their work. If you graded your child's school on the following, what grade would you give your child's school for its.....

	A	A-	B+	B	B-	C+	C	C-	D+	D	Fail	DK/NA
Communication & Involvement	1	2	3	4	5	6	7	8	9	10	11	12
Equipment & Facilities	1	2	3	4	5	6	7	8	9	10	11	12
Teachers	1	2	3	4	5	6	7	8	9	10	11	12
Principal/Administrators	1	2	3	4	5	6	7	8	9	10	11	12
Cirriculum & Training	1	2	3	4	5	6	7	8	9	10	11	12

15. Is the child chosen earlier, male or female?

Male 1
Female 2

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 6th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 2 HIGH SCHOOL STUDENT SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. For the purposes of this survey, may I please speak to _____ **(INSERT NAME FROM LIST)**. Please be assured that we are not trying to sell you anything. We are just interested in your opinions.

(If 16 years of age or under, ask to speak to parent or guardian and get permission to conduct interview)

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. How old are you?
(DO NOT READ)

1 - 14 years old
2 - 15 years old
3 - 16 years old
4 - 17 years old
5 - 18 years old
6 - 19 years old
7 - Refused

B. And just to confirm, which grade are you in right now?

1 - Grade 10
2 - Grade 11
3 - Grade 12

C. Sex
(DO NOT ASK)

1 - Male
2 - Female

D. In the past 30 days did you complete a questionnaire during class in your high school that asked for your opinion about the education you are receiving?

1 - Yes **(CHECK QUOTAS)**
2 - No
9 - DK/ Refused

We would like to measure your experiences at your school during THIS SCHOOL YEAR. Please answer all questions as current as possible.

1. In your opinion, what is the single MOST important issue facing your high school?
(INSERT CODE LIST)

_____

_____

_____

2. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

3. Overall, how satisfied are you with the quality of education that you are receiving in your school? Are you ...
(READ LIST)

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
(DO NOT READ)
5 - DK/ NA

4. Thinking about the learning experiences you are having at your school would you Strongly Agree, Agree, Disagree or Strongly Disagree with each of the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers use a variety of approaches to meet my individual needs	1	2	3	4
I am clear as to what I am expected to learn	1	2	3	4
I am being challenged to do my best	1	2	3	4
I am learning to take responsibility for my own actions	1	2	3	4
I have the opportunity to make choices about the course I can take	1	2	3	4
Teachers provide the help and support I need to learn	1	2	3	4
I am clear on what behaviour is expected of students in my school	1	2	3	4
Most students at my school follow the school's rules for behaviour	1	2	3	4

5. In your opinion, how much is high school helping you IMPROVE in the following areas. Would you say your high school is helping you improve a lot, some or very little with regard to....

	Level of Improvement			
	Very Little	Some	A Lot	DK/ NA
Writing	1	2	3	4
Reading	1	2	3	4
Speaking	1	2	3	4
Listening	1	2	3	4
Creative thinking	1	2	3	4
Critical thinking	1	2	3	4
Ability to learn on my own	1	2	3	4
Problem-solving	1	2	3	4
Mathematical skills	1	2	3	4
Leadership	1	2	3	4
Self-confidence	1	2	3	4
Decision-making	1	2	3	4
Getting along with others	1	2	3	4
Working with others	1	2	3	4
Applying knowledge to real life situations	1	2	3	4
Computer skills	1	2	3	4
Managing Time	1	2	3	4
Researching an issue	1	2	3	4

6. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the opportunities you have to be involved in activities outside the classroom?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ NA

7. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the opportunity to be involved in decisions that affect student life in your school?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ NA

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8. Thinking about your school in general, please answer yes or no for each of the following statements?

	Yes	No
Are students well-behaved while in school?	1	2
Do you feel safe while in school?	1	2
Are the rules at your school fair for all students?	1	2
Are school assemblies usually interesting?	1	2

9. Students have often been given the grades of A/A-, B+/B/B-, C+/C/C-, D+/D or Fail to indicate the quality of their work. If you graded each of the following in this way, what grade would you give your school's.....

	A	A-	B+	B	B-	C+	C	C-	D+	D	Fail	DK/NA
Equipment & Facilities	1	2	3	4	5	6	7	8	9	10	11	12
Principal	1	2	3	4	5	6	7	8	9	10	11	12
School Counsellor	1	2	3	4	5	6	7	8	9	10	11	12
Quality of Teaching	1	2	3	4	5	6	7	8	9	10	11	12

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 6th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 2 TEACHER SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. May I please speak to _____ **(INSERT NAME FROM LIST)**. We would like to talk to you about your opinions about education in Alberta and in your school. The survey will take 10 minutes to complete. Do you have time now to complete this survey?

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. SEX
(DO NOT ASK)

1 - Male
2 - Female

B. In the past 30 days did you complete a questionnaire from your school or school division that asked for your opinion about the education in your school?

1 - Yes **(CHECK QUOTAS)**
2 - No
3 - DK/ Refused

1. What is your current designation in your school?
(READ LIST)

1 - Classroom Teacher
2 - Department Head
3 - Assistant Principal
4 - Vice Principal
5 - Principal
6 - Other _____

2. Are the courses you teach most often at the ...
(READ LIST)

1 - Elementary level
2 - Junior High level
3 - Senior High level
4 - Other _____
5 - DK/ NA

3. In your opinion, what is the single MOST important issue facing elementary, junior and high schools in your community?
(INSERT CODE LIST)

_____

_____

_____

4. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

5. Would you Strongly Agree, Agree, Disagree or Strongly Disagree with each of the following:

	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
You have the skills and knowledge to meet student's needs	1	2	3	4
You have enough authority to choose appropriate teaching strategies	1	2	3	4
Your current teaching assignments match your knowledge, skills and attitudes	1	2	3	4

6. As a teacher, you have often given the grades of A/A-, B+/B/B-, C+/C/C-, D+/D or Fail to indicate the quality of your students' work. If you graded your school on the following, what grade would you give your school's.....

	A	A-	B+	B	B-	C+	C	C-	D+	D	Fail	DK/NA
Atmosphere	1	2	3	4	5	6	7	8	9	10	11	12
Equipment & Facilities	1	2	3	4	5	6	7	8	9	10	11	12
Central Administration	1	2	3	4	5	6	7	8	9	10	11	12

7. Again, using the same grade scale of A/A-, B+/B/B-, C+/C/C-, D+/D or Fail, what grade would you give to your.....

	A	A-	B+	B	B-	C+	C	C-	D+	D	Fail	DK/NA
Direct Supervisor	1	2	3	4	5	6	7	8	9	10	11	12
Involvement in Decision Making	1	2	3	4	5	6	7	8	9	10	11	12
Career	1	2	3	4	5	6	7	8	9	10	11	12
Students	1	2	3	4	5	6	7	8	9	10	11	12

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 6th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 1 PARENT SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. For the purposes of this survey, may I please speak to _____ **(INSERT NAME FROM LIST).**

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. Sex
(DO NOT ASK)

1 - Male
2 - Female

B. Are there any children in this household who are attending grades 10 through 12 in Alberta?

1 - Yes
2 - No **THANK AND TERMINATE**

C. Are you the parent or guardian of these children?

1 - Yes **CONTINUE**
2 - No **ASK TO SPEAK TO A PARENT OR GUARDIAN**

We would like to talk to you about your opinions on the education your child is receiving, who is currently in grade _____ **(INSERT FROM LIST).**

D. In the past 30 days, have you received a questionnaire from your child's high school or school division asking for your opinion about your child's education?

1 - Yes (GO TO Q.E)
2 - No
9 - DK/ Refused

E. Did you complete this questionnaire and send it back?

1 - Yes **(CHECK QUOTA)**
2 - No
9 - DK/ Refused

1. In your opinion, what is the single MOST important issue facing high schools in your community?
(INSERT CODE LIST)

_____

_____

_____

2. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

3. Overall, how satisfied are you with the quality of education that your child is receiving in his/ her school? Are you ...
(READ LIST)

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
(DO NOT READ)
5 - DK/ NA

The next few questions are about **information you receive** from your child's school or other sources on various education issues.

4. Are you very satisfied, satisfied, dissatisfied or very dissatisfied, with the **access you have to information** about your child's educational progress and achievement?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ Refused

5. Are you very satisfied, satisfied, dissatisfied or very dissatisfied, with the **information you receive** from your child's school or other sources about your child's educational progress and achievement?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/ Refused

6. Students have often been given the grades of A, B, C, D or Fail to indicate the quality of their work. If you graded your child's school in this way, what grade would you give it?
(DO NOT READ)

1 - Grade of A
2 - Grade of B
3 - Grade of C
4 - Grade of D
5 - Fail
6 - DK/ NA

7. In general, would you say the quality of education provided by the schools in your community has improved, stayed the same, or become worse in the last five years?

1 - Improved
2 - Stayed the same
3 - Become worse
4 - DK/ NA

8. Is the child we've been discussing male or female?

1 - Male
2 - Female

9. How long have you lived in ( ) school jurisdiction?

Less than 1 year	1
1 - 4 yrs.	2
5 - 10 yrs.	3
More than 10 yrs.	4

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 6th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 1 HIGH SCHOOL STUDENT SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. For the purposes of this survey, may I please speak to _____ **(INSERT NAME FROM LIST).**

(If 16 years of age or under, ask to speak to parent or guardian and get permission to conduct interview)

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. How old are you?
(DO NOT READ)

1 - 14 years old
2 - 15 years old
3 - 16 years old
4 - 17 years old
5 - 18 years old
6 - 19 years old
7 - Refused

B. And just to confirm, which grade are you in currently?

1 - Grade 10
2 - Grade 11
3 - Grade 12

C. Sex
(DO NOT ASK)

1 - Male
2 - Female

D. In the past 30 days did you complete a questionnaire during class in your high school that asked for your opinion about the education you are receiving?

1 - Yes **(CHECK QUOTAS)**
2 - No
9 - DK/ Refused

1. In your opinion, what is the single MOST important issue facing your high school?
(INSERT CODE LIST)

_____

_____

_____

2. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

3. Overall, how satisfied are you with the quality of education that you are receiving in your school?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied
5 - DK/NA

4. Thinking about the learning experiences you are having at your school would you strongly agree, agree, disagree or strongly disagree with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	DK/NA
I am clear as to what I am expected to learn	1	2	3	4	5
Teachers use a variety of approaches to meet my individual needs	1	2	3	4	5
I am being challenged to do my best	1	2	3	4	5
Teachers provide the help and support I need to learn	1	2	3	4	5
I have the opportunity to make choices about the courses I can take	1	2	3	4	5
I am learning to take responsibility for my own actions	1	2	3	4	5

5. In your opinion, how much is high school helping you improve in the following areas:

	Very Little	Some	Alot	DK/NA
Writing	1	2	3	4
Reading	1	2	3	4
Speaking	1	2	3	4
Listening	1	2	3	4
Creative thinking	1	2	3	4
Critical thinking	1	2	3	4
Ability to learn on my own	1	2	3	4
Problem solving	1	2	3	4
Mathematical skills	1	2	3	4
Leadership	1	2	3	4
Self-confidence	1	2	3	4
Decision making	1	2	3	4
Getting along with others	1	2	3	4
Working with others	1	2	3	4
Applying knowledge to real life situations	1	2	3	4
Computer skills	1	2	3	4
Managing time	1	2	3	4
Researching an issue	1	2	3	4

6. Do you strongly agree, agree, disagree or strongly disagree with each of the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree	DK/NA
I am clear on what behaviour is expected of students in my school	1	2	3	4	5
Most students at my school follow the school's rules for behaviour	1	2	3	4	5

BEST COPY AVAILABLE

7. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the opportunities you have to be involved in activities outside the classroom?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very Dissatisfied
5 - DK/NA

8. Are you very satisfied, satisfied, dissatisfied or very dissatisfied with the opportunities to be involved in decisions that affect student life in your school?

1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very Dissatisfied
5 - DK/NA

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

July 4th, 1995

SATISFACTION WITH EDUCATION: PILOT SURVEY
SCHOOL 1 TEACHER SURVEY 1995
FINAL

PROJECT # 95-217

Hello, my name is _____ from Environics West, a research company in Calgary. We are conducting a survey on behalf of Alberta Education and your local school division. May I please speak to _____ **(INSERT NAME FROM LIST)**. We would like to talk to you about your opinions about education in Alberta and in your school. The survey will take 10 minutes to complete. Do you have time now to complete this survey?

1 - Yes **CONTINUE**
2 - No **ARRANGE CONVENIENT CALLBACK/REINTRODUCE YOURSELF IF NECESSARY**

A. SEX
(DO NOT ASK)

1 - Male
2 - Female

B. In the past 30 days did you complete a questionnaire from your school or school division that asked for your opinion about the education in your school?

1 - Yes **(CHECK QUOTAS)**
2 - No
3 - DK/ Refused

1. What is your current designation in your school?
(READ LIST)

1 - Classroom Teacher
2 - Department Head
3 - Assistant Principal
4 - Vice Principal
5 - Principal
6 - Other _____

2. Are the courses you teach most often at the ...
(READ LIST)

1 - Elementary level
2 - Junior High level
3 - Senior High level
4 - Other _____
5 - DK/ NA

3. In your opinion, what is the single MOST important issue facing elementary, junior and high schools in your community?
(INSERT CODE LIST)

_____

_____

_____

4. Are there any other issues you feel are important?
(INSERT CODE LIST)

_____

_____

_____

5. Thinking about the teaching you are involved with at your school, would you strongly agree, agree, disagree or strongly disagree with each of the following ...

	Strongly Agree	Agree	Disagree	Strongly Disagree	DK/ NA
You have the skills and knowledge to meet students' needs	1	2	3	4	5
You have enough authority to choose appropriate teaching strategies	1	2	3	4	5
Your current teaching assignments match your knowledge, skills and attitudes	1	2	3	4	5

On behalf of Alberta Education and your local school division, we would like to thank you for your cooperation.

Appendix B: Introduction Letter Sample

Introduction letter sent to School 2 parents:

June 1, 1995

Dear Parent:

_____ High School has been asked by Alberta Education to participate in the Provincial Satisfaction Survey Pilot to be conducted in June 1995. The purpose of this pilot survey is to determine and assess local and provincial requirements for determining satisfaction of Albertans with the education of students.

The benefits to _____ of this opportunity are twofold. First, we have an opportunity to correlate the data collected in the June 1994 Total Quality satisfaction survey with this pilot survey. This gives us an opportunity to determine if certain efforts at school improvement have been successful. The second benefit to _____ is a unique opportunity to participate in the development of the provincial performance measures that Alberta Education is developing to assess and to report regularly to the public on student learning and achievement, and the performance and cost of Alberta's education system.

Please take a few minutes to complete this survey. All responses will be kept confidential, and the cumulative results will be used to improve learning and achievement at _____ and to assist Alberta Education in developing appropriate performance measures for future use. Please return this questionnaire in the envelope provided by June 17, 1995.

Thank you for your participation in this very important project.

Yours truly,

Superintendent of Schools